ALT-MSA HANDBOOK PART 4:
WRITING ALT-MSA MASTERY OBJECTIVES WITH REQUIRED COMPONENTS

REQUIRED COMPONENTS OF MASTERY OBJECTIVES

Mastery Objectives must contain clear statements of the expected mastery level for each objective recorded on the ALT-MSA Reading and Mathematics Test Documents. Mastery Objectives **must** include the following required components:

A) Conditions for performing the skill. (The task direction, a direction given by the teacher to initiate the behavior, activity, or task may be part of the condition statement. A task direction is NOT a prompt).

B) The measurable, observable response the student is to make.

C) The criterion or level of mastery expected. For ALT-MSA, an objective will be considered mastered if student demonstrates 80% or greater attainment.

D) Level of prompt (see definitions on p. 4-3). If a level of prompt is not indicated, the scorer will assume the student did not use any prompts and performed the task independently.

Mastery Objectives must align with the reading and mathematics Content Standard Indicators and Objectives that are being assessed.

Although the student's Mastery Objectives will be written at the student's instructional level, the Mastery Objectives and submitted artifacts must be aligned with grade level curriculum materials and instructional activities. For example: Joe's 8th grade Mastery Objective states "Joe will match vocabulary words with an appropriate word or symbol independently in 4/5 observations." Typical 8th grade students are reading The Diary of Anne Frank, so Joe is learning vocabulary words such as "diary," "star," "hiding place" from classroom activities that are aligned with 8th grade level content standards and objectives.

EXAMPLES OF MASTERY OBJECTIVES WITH REQUIRED COMPONENTS

(A) ***Clearly state the conditions for performing the skill in the Mastery Objective. (The condition in the examples is in boldface type.)***

Given a task direction "show me how to read the book," Amy will orient the book within 10 seconds and turn 5 pages independently for 2 opportunities.

Given written directions to conduct science experiments, Jeremy will read the directions orally and complete three step tasks with 80% accuracy for 2 science classes.

Given popsicle sticks and a pattern for 3 triangles and 3 squares, Alice will place the popsicle sticks on the patterns and identify each construction as a "triangle" or "square," with no more than 2 gestural prompts with 80% accuracy.

Given a minimum of 3 opportunities to purchase different items per week with a $5.00 bill, Andrea will count her change and state it if is the correct amount with 100% accuracy for 3 weeks.

(B)   *Clearly state the behavior/skill to be observed in the Mastery Objectives.*

(The behavior in each of these examples is in boldface type.)

Given a task direction "show me how to read the book," Amy will **orient the book within 10 seconds and turn 5 pages** independently for 2 opportunities.

Given written directions to conduct science experiments, **Jeremy will read the directions orally and complete three step tasks** with 80% accuracy for 2 science classes.

Given popsicle sticks and a pattern for 3 triangles and 3 squares, **Alice will place the popsicle sticks on the patterns and identify each construction as a "triangle" or "square,"** with no more than 2 gestural prompts with 80% accuracy.

Given a minimum of 3 opportunities to purchase different items per week with a $5.00 bill, **Andrea will count her change and state it if is the correct amount** with 100% accuracy for 3 weeks.

(C)   **State the criterion for an acceptable performance for the Mastery Objectives. Criterion may reflect latency, accuracy; independence; frequency over time; or duration.**   Assure that the criterion provides the opportunity for the student to demonstrate 80%-100% attainment, e.g., 2/3 or 3/4 does not provide for 80% attainment of mastery objectives.

(The criterion in each of these examples is in boldface type.)

Given a task direction "show me how to read the book," Amy will orient the book within 10 seconds and turn 5 pages **independently for 2 opportunities.**

Given written directions to conduct science experiments, Jeremy will read the directions orally and complete three step tasks **with 80% accuracy for 2 science classes.**

Given popsicle sticks and a pattern for 3 triangles and 3 squares, Alice will place the popsicle sticks on the patterns and identify each construction as a "triangle" or "square," with no more than 2 gestural prompts with **80% accuracy**.

Given a minimum of 3 opportunities to purchase different items per week with a $5.00 bill, Andrea will count her change and state it if is the correct amount **with 100% accuracy for 3 weeks.**

(D) **State the level of prompt (i.e., gesture, verbal, model, physical) the student requires to demonstrate the Mastery Objective.**
A student who performs the skill independently under natural conditions or in response to a task direction (i.e., Given the task direction "match the words to the pictures," the student matches each one correctly with no other assistance required) is not receiving prompts.

Definitions of Prompt Types

Gesture prompt – this level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g., teacher taps scanner switch button).

Verbal prompt – this level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another, more specific, verbal prompt is provided (e.g., after the teacher gives the task direction and a latency period, the teacher then says, "push the button to turn on the scanner").

Model prompt – this level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher's model (e.g., the teacher demonstrates how to push the switch and then asks the student to repeat).

Partial Physical Prompt – this level of prompt requires the teacher to touch the student to elicit a response (e.g., teacher touches the student's hand closest to the scanner switch button).

Full Physical Prompt – this level of prompt requires the teacher to place his/her hand over the student's hand and move it toward the response (e.g.,

teacher places hand over student's hand and places it on the scanner switch button).

NOTE: An artifact documenting that the "full physical" prompt level was provided will <u>not</u> be scored "Mastered" <u>unless</u> documentation is included with the artifact that clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including assistive technologies, have been fully explored and implemented consistently during the test window.

EXAMPLES OF PROMPT LEVELS IN MASTERY OBJECTIVES

(The level of prompt is in boldface type.)

Given a task direction "show me how to read the book**,"** Amy will orient the book within 10 seconds and turn 5 pages independently for 2 opportunities.

Given written directions to conduct science experiments, Jeremy will read the directions orally and complete three step tasks with 80% accuracy for 2 science classes.

Given popsicle sticks and a pattern for 3 triangles and 3 squares, Alice will place the popsicle sticks on the patterns and identify each construction as a "triangle" or "square," with no more than **2 gestural prompts** with 80% accuracy.

Given a minimum of 3 opportunities to purchase different items per week with a $5.00 bill, Andrea will count her change and state it if is the correct amount with 100% accuracy for 3 weeks.